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## **Application for Grant**

### **Integrated Support for Learning**

#### **Related to the Technical Assistance and Professional Development of Educational Teams and Families of Individuals who are Deaf, Hard of Hearing or DeafBlind**

#### **Purpose**

Improve local educational team's capacities to implement research-based interventions and current best practices in the field of education by conducting technical assistance for individual students aged 3-22 and their educational teams, professional development for educators and professionals in the field, and working in collaboration with other statewide consultation agencies.

#### **Process Timeline**

Application posting: 6/29/2017

Proposals due: 7/12/2017

Estimated project start: 7/17/2017

#### **Scope of Work**

Provide the following services statewide to children ages 3-22, who are enrolled in Vermont schools:

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  - a. Consultation to schools and families to facilitate access to classroom curriculum and instruction,
  - b. Consultation to schools and families to assist with child-specific amplification systems,
  - c. Direct instruction with students to improve listening and/or speaking,
  - d. In-service training to school teams regarding:
    - i. Individual students and
    - ii. General information for schools regarding hearing, hearing loss, and noise in the environment
2. Maintain current review of research
3. Collect, analyze and report feedback on technical assistance and training data annually to Agency of Education (AOE) by June 30, and maintain accessible information. Collect data on membership and inclusion based on indicator checklist provided by the AOE.

4. Write and submit report to AOE outlining research based educational practices for students with challenges associated with hearing loss, deafness and deaf-blindness.

Applicants may list other consultation and services as related to the needs of the community for consideration

## **Services**

**Referrals** – New referrals are initiated with a student observation(s) and report to school team/staff. Based on the observation(s), recommendations are made regarding required or necessary services in order for the student to participate in the general education classroom.

**Consultation Services** – Consultant services are based on student needs and articulated in the student's IEP or 504 plan. Services may include: direct services on site to provide continuous *direct* instructional service to a student; technical assistance and resources to the in-place educator; staff and/or peer in-service; observation with follow up contact with staff and/or student, audiological support specific to FM loop systems; other specialized equipment; academic content accommodations, and student/family audiology services support.

**Comprehensive Speech and Language Evaluations** – Speech and Language Pathologists provide comprehensive assessment of speech, language, vocabulary and auditory skill development for Initial and Three-Year Evaluations, and pre/post Cochlear Implant Evaluations.

**Annual Monitoring** – Student is monitored by consultant via distance technology or email with school staff to check on status/progress and provide recommendations/ technical assistance.

**Summer Services** are contracted on an individual basis for additional fees and reflect the consultant's time for direct service (including home visit and preparation time) portal to portal and mileage.

**Residential/Day Program Consultation** – Consultant visits residential program for observation, IEP meetings, etc.

**Sign Language Instruction** – Instruction in American Sign Language or other visual representation of language to promote language acquisition and communication development and/or to support listening skills and augment communication as speech skills are developing. Individual instructional sessions are available for students, as well as staff training and group instruction with peers. The consultant can assist with service coordination.

## **Population Served**

Technical assistance and training will be provided, upon request, to Vermont school districts serving children and youth aged (3–22) who are experiencing difficulties associated with deafness or hard of hearing as determined by an audiologist, otologist, or otolaryngologist, and demonstrated by a 25 decibel HL threshold (ANSI, 69) or worse for one or more of the frequencies 250-8000HZ, in one or both ears, with or without amplification, and/or extenuating circumstances such as fluctuating hearing loss.

## **General Requirements**

1. Services are provided by licensed educators, qualified by training and experience to work with children who are deaf or hard of hearing.
2. Must have knowledge related to the population served and in areas of collaborative teamwork, creative problem-solving, inclusive education to improve access to general education curriculum, distance-based consultation, systematic instruction, adult learning, assistive technology, related services cross-disciplinary, interagency resources and VT MTSS Field Guide and the components of the implementation of an effective MTSS framework within a K-12 school environment.
3. Support practices that promote universal design for learning, differentiation, and the inclusion of all students in the general education curriculum and classroom.
4. Coach and facilitate the collection, analysis and skillful use of data to inform decision-making on instructional practices and resource allocation at the student, class, and grade level in the targeted school and supervisory union/supervisory district levels.
5. Remain current in recommended practices for students who are deaf or hard of hearing, and be able to support teams in the implementation of these practices by providing technical assistance, training, and teaching to adults.

## **Proposal Response Format**

The successful grantee will describe in a cover letter and demonstrate via their individual resumes their experience with special education in Vermont as well as experience with educational systemic improvement strategies.

In the cover letter, the successful grantee will include statements/examples outlining their applied experience and related training aligned with the referenced Scope of Work.

This letter should also include:

1. Legal name of the recipient,
2. Address of the recipient,
3. Type of entity the recipient is (non-profit corporation, school district, etc.),
4. Recipient's federal tax identification number,
5. Detailed description of how the funds will be used,
6. Grant budget,

7. A description of the grantee's organizational structure,
8. Experience and familiarity with current best practice and evidence-based resources in field (including but not limited to; collaborative teamwork, creative problem-solving, inclusive education to improve access to general education curriculum, distance-based consultation, systematic instruction, adult learning, assistive technology, related services cross-disciplinary, interagency resources, Multi-Tiered Systems of Support, Positive Behavior Interventions Support),
9. Experience with Supervisory Union/District leadership teams, and
10. Experience with professional development related to current best practice and evidence based practices.

### **Grant Amount and Duration**

1. Maximum Amount: In consideration of the services to be performed by Subrecipient, the State agrees to pay Subrecipient a sum not to exceed **\$940,193**.
2. Grant Term: The period of Subrecipient's performance shall begin on **July 1, 2017** (date application was approved at VT AOE for competitive grants or received at VT AOE in a substantially approvable form for formula grants, but not prior to July 1) and end on **June 30, 2018**.
3. Source of Funds: Federal 0% State 100%
4. Grant to be issued with State of Vermont Grant Agreement.

### **Form of Grant:**

The grant between AOE and the selected bidder(s) will be required to be in the form of the Standard Vermont State Grant, including but not limited to standard provisions, which can be found at: <http://www.bgs.vermont.gov/content/forms>.

Please note the minimum insurance requirements, although for sole proprietors, AOE has discretion to accept proof of individual automotive insurance in lieu of the usual State Grant's requirements for auto insurance.

### **Bidder Selection Process**

The Agency will review proposals and evaluate their merits using the criteria and score points below. A review panel will score the proposals according to the criteria below. Depth and breadth of experience specific to content and educational leadership, as well and applied experience with the implementing current best and evidence-based practices

CRITERIA	POINTS
<b>Prior Experience</b>	
A. Satisfactory completion of projects of similar scope or complexity	A. 25
B. Experience is providing leadership in educational settings	B. 25
<b>Quality of Response</b>	
A. Responsiveness to each bullet in the general requirements and scope of work above	A. 25
B. Degree to which the bidder has the credentials sought	B. 25

### **Submission of Application**

Proposals should be **emailed** by July 14, 2017 to:

Chris Kane

Inclusion Coordinator: Autism and Low Incidence Disabilities

[Christopher.Kane@vermont.gov](mailto:Christopher.Kane@vermont.gov)